**Lesson Plan # 5**

**Teacher:** Thomas Deal **Unit:** Cooperation and Conflict Native American Nations and the New

Settlers

**Grade Level:** 5  **Lesson:** 5

**Date of Lesson:** 12/ 03/14 **Duration:** 60 Minutes

**Students:** 27

***Content Standards:***

**S.S. - 5.3** Students will:

* 5SS3.e: Evaluate the influence and achievements of significant leaders of the time.

***Skill Standards:***

**S.S. - 7**: Students will:

* pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture

**ELA -** Word Recognition, Fluency, and Vocabulary Development

**Arts** - Discusses cultural implications historical works of art

**Learner Background:**

**Prior knowledge**

Students will have already outlined (graphic organizers) their previous research on their exhibition piece (people, artifacts photos, documents and map), gathered all necessary supplies for their performance task

**Necessary skills**

* describe the different Native American tribes and nations
* the conflicts and cooperation among colonists, settlers, and Native Americans
* why these relationships existed
* good/proficient knowledge about their exhibition piece (phrasing answers to audience questions/ reliable sources)

**Student Learning Objective(s):**

Students will be:

* able to create a deeper knowledge by their performance about their museum exhibition piece (people, artifacts photos, documents and map)
* assemble and arrange their museum exhibition piece for their audience
* prepare their exhibition pieces - (people, artifacts photos, documents and map)

**Assessment:**

* **Informal assessment**: Observation
* **Formal assessment**: 3 item questionnaire from participating audience/ classmates

**Materials/Resources:**

|  |
| --- |
| Student supplied for their performance |

**Teaching Model/Strategy**

Performance based assessment piece

**Learning Activities:**

Students will now produce and perform their portion of their museum exhibition.

**Initiation:**

“Today all your hard work in this class and at home will provide a unique experience for those in your audience. Relax, have fun but remember you know

**Lesson Development:**

Allow the students to set up their exhibition area. Ensure that the role-playing of the museum personnel are familiar with their assignments.

**Closure:**

“Thank you for all your hard work, name one thing you have learned about performing in the museum it could be good or bad or about your piece that was on display”

**Individuals Needing Differentiated Instruction**

|  |  |  |
| --- | --- | --- |
| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
| **Kono** | 1.– Has a harder time comprehending reading text when a computer screen is utilized  2. Past online reading comprehension scores compared to text reading comprehension scores | 1. No accommodations due to performance task assessment |
| **Yugo** | 1. Provide more rigor in content areas  2. Past performance on a number of task in all content areas; little to no focus when not engaged | 1. Role as Museum Director |
| **Koya** | 1. ELL – English Language Learner  2. ESL assessment testing  (Reading = Beginner; Listening = Proficient  Writing = Beginner; Speaking = Proficient) | 1. Koya’s role in his museum exhibition piece does not require any special accommodations |